

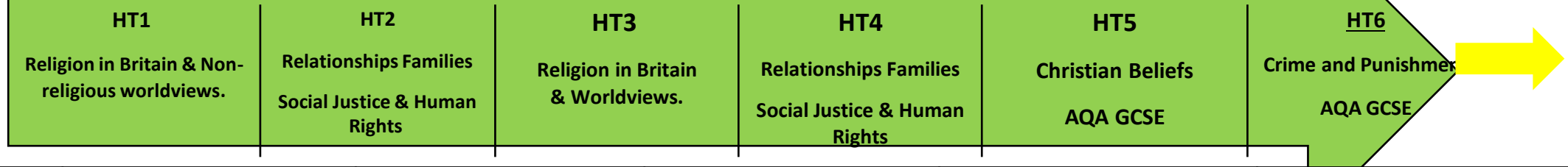
Introduce:

Year 9 Religious Studies and Worldviews Depth

Intent: To embed an understanding of the beliefs, practices and philosophies that have transformed and shaped our world. Building on prior knowledge and strengthening the appreciation of different worldviews and having a meaningful impact on cultural capital. This includes looking at

Key Stage 2 Curriculum

des to relationships and families as well as it's place in society



<p>Why These modules? This unit is designed to give a knowledge rich but engaging sample of what GCSE RS looks like without teaching the content required for the exam. It introduces the students to the history of the faiths studied and some of the core beliefs that can allow them to access the themes in greater depth, It allows students to consider how these religious views contribute to approaches to current affairs such as attitudes to sexuality and the gap between the richest and poorest in our society. Census date is used to breakdown misconceptions . Non religious world views are studied to recognise humanist perspectives.</p>	<p>Why These modules? This unit allows students to discuss and explore issues around sex, sexuality and different families from the perspective of religions. They will look at the right to a religion and freedom of speech vs the right to equality and a family. They will then explore the Human Rights Laws</p>	<p>Why These modules? This unit is designed to give a knowledge rich but engaging sample of what GCSE RS looks like without teaching the content required for the exam. It introduces the students to the history of the faiths studied and some of the core beliefs that can allow them to access the themes in greater depth, It allows students to consider how these religious views contribute to approaches to current affairs such as attitudes to sexuality and the gap between the richest and poorest in our society. Census date is used to breakdown misconceptions . Non religious world views are studied to recognise humanist perspectives.</p>	<p>Why These modules? This unit allows students to discuss and explore issues around sex, sexuality and different families from the perspective of religions. They will look at the right to a religion and freedom of speech vs the right to equality and a family. They will then explore the Human Rights Laws</p>	<p>Why These modules? Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies. This knowledge may be applied throughout the assessment of the specified content.</p>	<p>Why These modules? Crime and Punishment builds on the topics that have been studied in the breadth element of RE. With a more in depth look at the aims and methods of punishments and</p>
<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>
<p>Teaching this supports The recognition of religious belief as influencing attitudes to current issues. Understanding how to form a reasoned and meaningful debate. <i>GCSE – Christian beliefs & Practices</i> <i>The value of human life</i> <i>Comparative Concepts</i></p>	<p>Teaching this supports the ability to think critically and analytically <i>It will enrich the knowledge and understanding of religion on the world stage.</i> <i>GCSE – Theme C</i> <i>Comparative concepts</i> <i>Medical Ethics</i> <i>AQA A level Philosophy</i></p>	<p>Teaching this supports The recognition of religious belief as influencing attitudes to current issues. Understanding how to form a reasoned and meaningful debate. <i>GCSE – Christian beliefs & Practices</i> <i>The value of human life</i> <i>Comparative Concepts</i></p>	<p>Teaching this supports the ability to think critically and analytically <i>It will enrich the knowledge and understanding of religion on the world stage.</i> <i>GCSE – Theme C</i> <i>Comparative concepts</i> <i>Medical Ethics</i> <i>AQA A level Philosophy</i></p>	<p>Teaching this supports</p> <ul style="list-style-type: none"> • Theme B: Religion and life. • Theme C: The existence of God and revelation. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment 	<p>Teaching this supports</p> <ul style="list-style-type: none"> • Theme B: Religion and life. • Theme C: The existence of God and revelation. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment
<p>This feeds from <i>What does it mean to be Muslim?</i> <i>What does it mean to be Christian?</i> <i>How do we live a good life?</i></p>	<p>This feeds from Beliefs, human rights and social justice. <i>Philosophy of Religion</i> <i>How to live a good life.</i></p>	<p>This feeds from <i>What does it mean to be Muslim?</i> <i>What does it mean to be Christian?</i> <i>How do we live a good life?</i></p>	<p>This feeds from Beliefs, human rights and social justice. <i>Philosophy of Religion</i> <i>How to live a good life.</i></p>	<p>This feeds from <i>What does it mean to be Buddhist</i> <i>What does it mean to be Muslim</i></p>	<p>This feeds from <i>What does it mean to be Buddhist</i> <i>What does it mean to be Muslim</i></p>

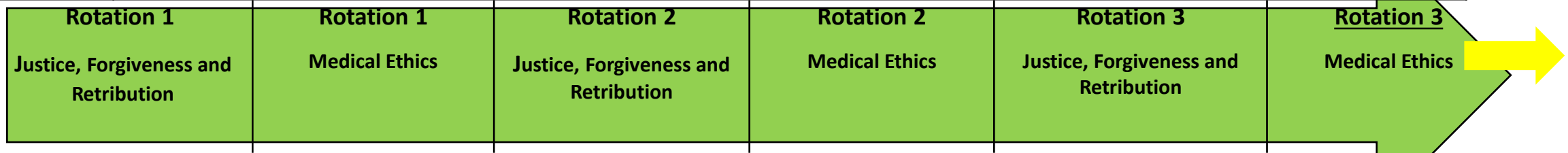
Year 9 Religious Studies and Worldviews Breadth

Introduce:

Intent: To embed an understanding of the beliefs, practices and philosophies that have transformed and shaped our world. Building on prior knowledge and strengthening the appreciation of different worldviews and having a meaningful impact on cultural capital. This includes looking at

Key Stage 2 Curriculum

des to relationships and families as well as it's place in society



<p>Why These modules? This unit is designed to build upon and develop students understanding of religion and ethics from years 7 & 8 and allows students to consider how these religious views contribute to approaches to the legal system.</p> <p>Students will also learn about how the legal system in the UK works and develop their Oracy skills to deliver a successful argument for or against the death penalty. Using religious perspectives to do so.</p>	<p>Why These modules? This unit allows students to discuss and explore issues around medical ethics from the perspective of religions. They will look at the concept of reincarnation and human essence in the Dharmic faiths. We will apply our understanding of the value of human life to fertility treatments, organ donation and</p>	<p>Why These modules? This unit is designed to build upon and develop students understanding of religion and ethics from years 7 & 8 and allows students to consider how these religious views contribute to approaches to the legal system.</p> <p>Students will also learn about how the legal system in the UK works and develop their Oracy skills to deliver a successful argument for or against the death penalty. Using religious perspectives to do so.</p>	<p>Why These modules? This unit allows students to discuss and explore issues around sex, sexuality and different families from the perspective of religions. They will look at the right to a religion and freedom of speech vs the right to equality and a family. They will then explore the Human Rights Laws</p>	<p>Why These modules? This unit is designed to build upon and develop students understanding of religion and ethics from years 7 & 8 and allows students to consider how these religious views contribute to approaches to the legal system.</p> <p>Students will also learn about how the legal system in the UK works and develop their Oracy skills to deliver a successful argument for or against the death penalty. Using religious perspectives to do so.</p>	<p>Why These modules? This unit allows students to discuss and explore issues around sex, sexuality and different families from the perspective of religions. They will look at the right to a religion and freedom of speech vs the right to equality and a family. They will then explore the Human Rights Laws</p>
<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>
<p>Teaching this supports The recognition of religious belief as influencing attitudes to current issues. Understanding how to form a reasoned and meaningful debate.</p>	<p>Teaching this supports the ability to think critically and analytically <i>It will enrich the knowledge and understanding of religion on the world stage.</i> GCSE – Theme C Comparative concepts Medical Ethics AQA A level Philosophy</p>	<p>Teaching this supports The recognition of religious belief as influencing attitudes to current issues. Understanding how to form a reasoned and meaningful debate. GCSE – Christian beliefs & Practices The value of human life Comparative Concepts</p>	<p>Teaching this supports the ability to think critically and analytically <i>It will enrich the knowledge and understanding of religion on the world stage.</i> GCSE – Theme C Comparative concepts Medical Ethics AQA A level Philosophy</p>	<p>Teaching this supports</p> <ul style="list-style-type: none"> • Theme B: Religion and life. • Theme C: The existence of God and revelation. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment 	<p>Teaching this supports</p> <ul style="list-style-type: none"> • Theme B: Religion and life. • Theme C: The existence of God and revelation. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment
<p>This feeds from What does it mean to be Muslim? What does it mean to be Christian? How do we live a good life?</p>	<p>This feeds from <i>Philosophy of Religion</i> <i>How to live a good life.</i> <i>The value of Human Life</i> <i>What does it mean to be Sikh?</i> <i>What does it mean to be Buddhist?</i></p>	<p>This feeds from What does it mean to be Muslim? What does it mean to be Christian? How do we live a good life?</p>	<p>This feeds from <i>Philosophy of Religion</i> <i>How to live a good life.</i> <i>The value of Human Life</i> <i>What does it mean to be Sikh?</i> <i>What does it mean to be Buddhist?</i></p>	<p>This feeds from What does it mean to be Muslim? What does it mean to be Christian? How do we live a good life?</p>	<p>This feeds from <i>Philosophy of Religion</i> <i>How to live a good life.</i> <i>The value of Human Life</i> <i>What does it mean to be Sikh?</i> <i>What does it mean to be Buddhist?</i></p>